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ABSTRACT

These materials constitute an exploratory program for grade 6 Spanish and French. Introductory units contain sample lessons, suggested activities, and test items. These units are entitled: (1) Language in Indiana; (2) How Languages Operate; (3) Detecting Meaning: Aztec Dialect; (4) How Words Came to Be and Mean What They Do; (5) Language Is Sound; and (6) Gestures. These are followed by an Introduction to Spanish and an Introduction to French, containing suggested activities for learning phonology, vocabulary, and cultural elements. (AM)

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LANGUAGE AND MAN

AN EXPLORATORY FOREIGN-LANGUAGE PROGRAM

FOR

GRADE SIX

MONROE COUNTY COMMUNITY SCHOOLS
BLOOMINGTON, INDIANA

BY

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1972

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LANGUAGE AND MAN

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(Revised and enlarged, November 1975)

LANGUAGE IN INDIANA

WHAT DO FOREIGN LANGUAGES HAVE TO DO WITH US?

First Day: Teacher-Initiated Discussion:

1. What is your heritage? Where did your ancestors come from?
2. Do you speak any foreign language in your home? Which one(s)?
3. Do you know where the peoples representing the three most commonly-taught foreign languages--French, German and Spanish--settled in Indiana? (Transparency #1)
4. Do you know what towns in Indiana represent French, German and Spanish through their names? (Transparency #2)
5. Do you know that you already speak some foreign language every time you speak English?

Examples

<u>Spanish</u>	<u>German</u>	<u>French</u>
poncho	frankfurter	garage
siesta	kindergarten	mini
Fresca	Gesundheit!	ballet
Fritos	Volkswagen	fondue
Vaya con Dios.	Auf Wiedersehen!	Oh-la-la!
Adios.	Danke schön.	En garde!
Hasta la vista.		Bon voyage.

6. Do you know that you use foreign language when you eat?

Examples

chile con carne	frankfurter	soufflé
frijole	pumpernickel	omelette
taco	sauerkraut	éclair

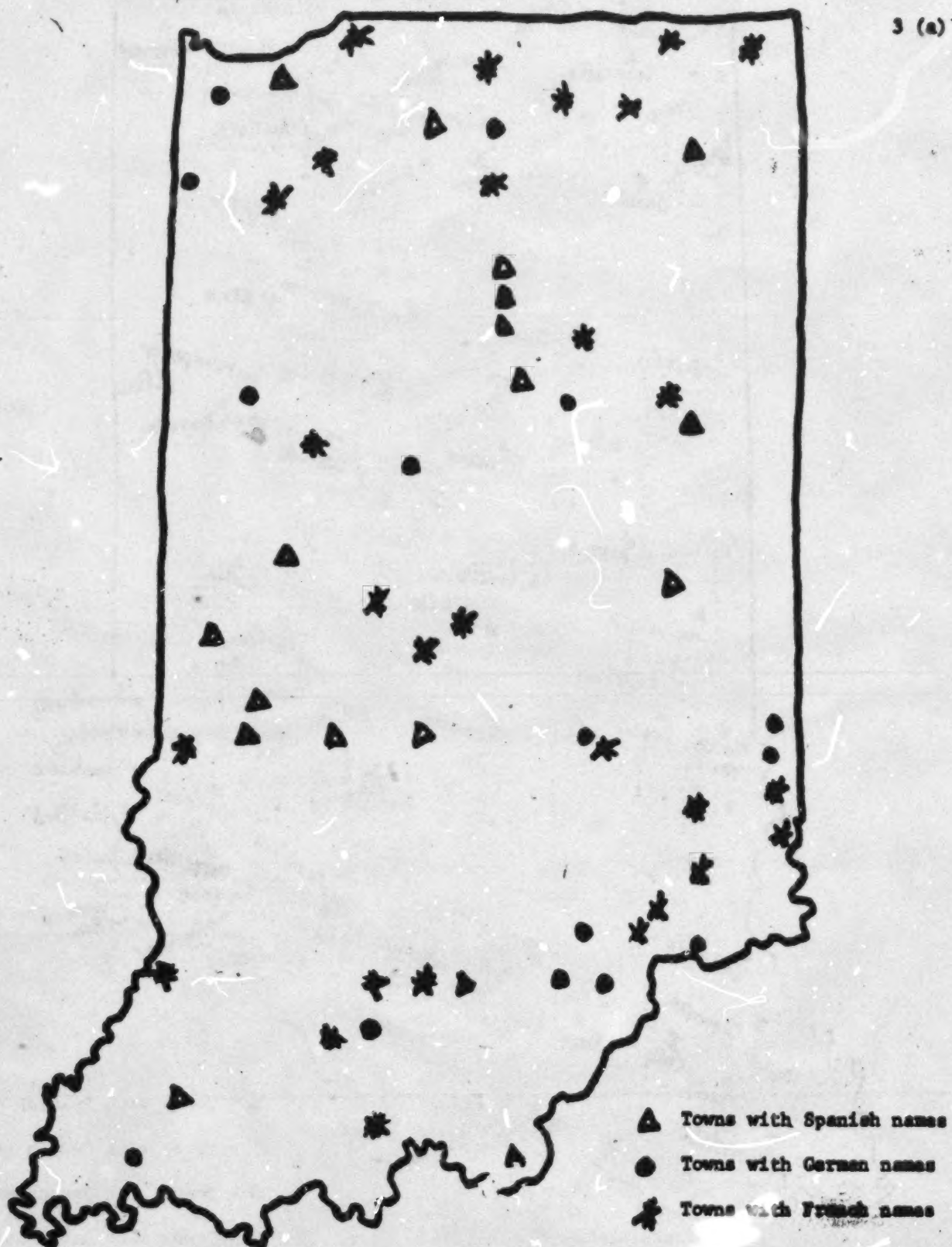
Language in Indiana

tamale	wiener	fondue
Fresca	wienerschnitzel	casserole

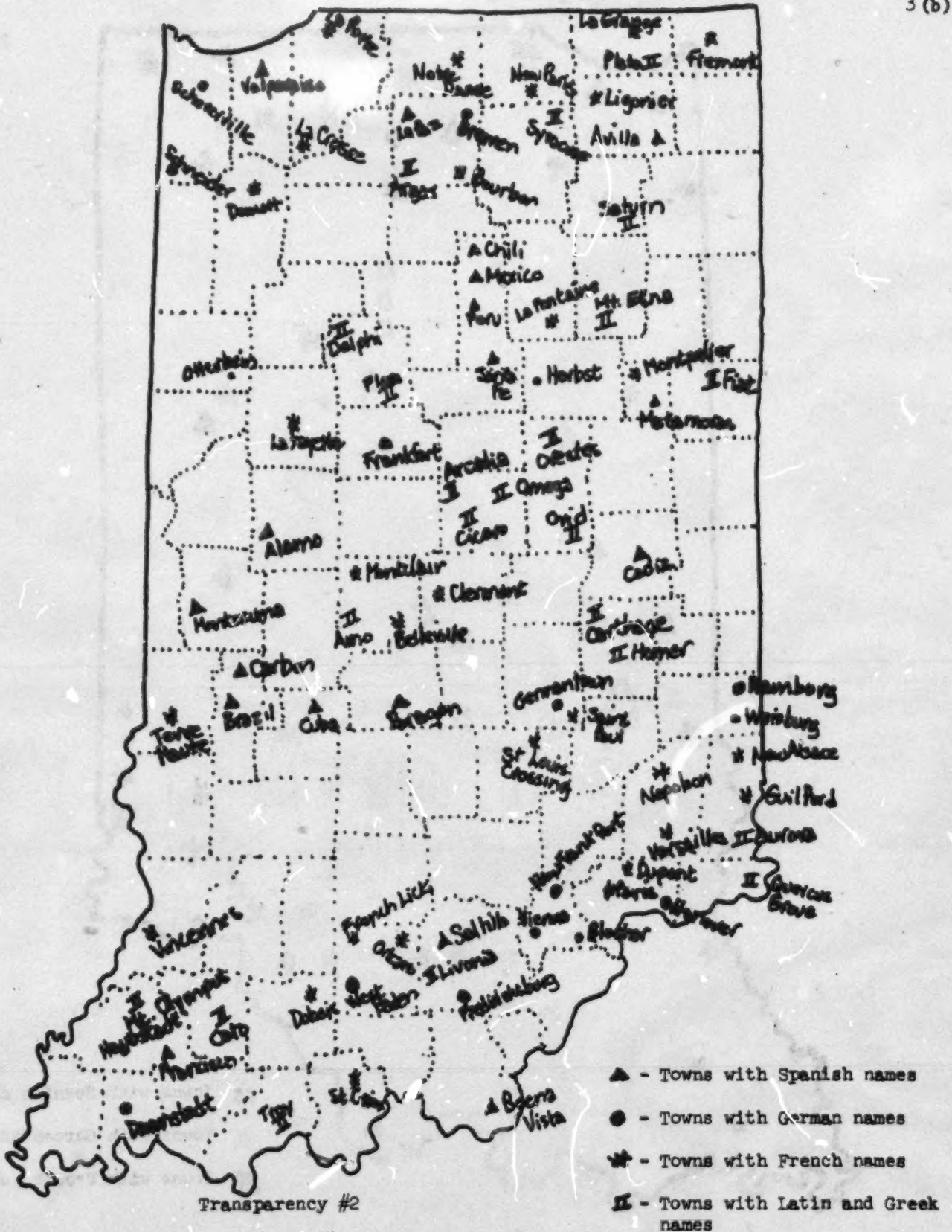
7. Can you use the following "foreign" words in sentences? (Supply a mimeographed list for study overnight. Use a transparency in the classroom.)

<u>Spanish</u>	<u>French</u>	<u>German</u>
adobe	adieu	Gesundheit!
hacienda	coiffure	Auf Wiedersehen.
patio	chanson	Volkswagen
plaza	baton	Mercedes
fiesta	gauche	dachshund
siesta	amour	kindergarten
palamino	croquet	Edelweiss
Fresca	clique	verboten
Fritos	chic	hinterland
bronco	gourmet	Luftwaffe
rodeo	attaché	U-Boat
bonanza	boutique	blitzkrieg
desperado	buffet	frankfurter
wrangler	bureau	dummkopf
hoosegow	crochet	wiener
California	communiqué	delicatessen
Nevada	avalanche	Fraulein
Montana	corsage	pumpernickel
Florida	fiancé	ersatz
Rio Grande	chateau	Achtung!

8. An assignment might be to identify five other words of foreign origin which are common in English.



Transparency #1



A Possible Discussion Question: Why aren't the Romans and Greeks represented on the "settler" map?

A WORD IN YOUR EAR: Tape Footage

Tape begins: 34'

Watch to whom you're speaking	
Introduction	34' - 52'
Language not the same as expressing emotion	52' - 82'
Wolf (animal) and wolf (man)	
Language as adequate for each society	82' - 99'
15,000 languages spoken	
Great variety of American Indian languages	
We all know <u>our</u> language is the best one	
Language is an expression of culture: place, time, sex, age, circumstances	99'
<u>Place:</u> Contemporary English and American accents	
<u>Time:</u> The Lord's Prayer 600 years ago	129'
The Lord's Prayer 1000 A. D.: Anglo-Saxon	142'
Names of Animals and their meat	160'
<u>Age:</u> the child and the college professor	178'
<u>Sex:</u> Indians of Brazil	186'
American: a man using a woman's language	193'
<u>Occasion:</u> Siam: special words used only with the Siamese King	212'
American entering office and later in a Board meeting	221'
Nutka Indians	229'
Queen Victoria	239'
Politician's proposal	244'
<u>Vocabulary:</u> Eskimos and Snow	266'
Caribou words	
Numerals: woodpecker scalps and obsidian blades	
Old England: names for groups of animals	290'
Preparation of animals as food	311'
Language reflects change; polysynthetic language; compressed wreckage	
Eskimo	330'
Headlines of American newspaper; more compressed wreckage	356'
New words:	385'
Child misbehaves and is corrected in various languages	406'
American: "Be good." Implies he has been bad.	
French: "Be wise." He has been foolish.	
Scandinavian: "Be friendly, be kind." He has hurt someone by being unkind.	
German: "Be in line!"	
Hopi: "That is not the Hopi way."	(ends) 463'

A WORD IN YOUR EAR
Tape Footage

<u>Trobian Islanders:</u> Mariners east of New Guinea	464'
If a thing changes, it becomes something else entirely; therefore, it is called something else.	
Examples: <u>yam</u> words	
Americans faced with saying the right thing when confronted with a new baby	502'
Trobian Islander: "How baby."	520'
Cultural similarities in languages: The Trobian Islander trying to handle car identification (American)	567'
<u>The Navajo Indians:</u> a wonderful and varied language	586'
The Navajo finds security and balance in ritual and ceremonies. In his view of the Universe, he sees himself as a part of Nature; he is not interested in trying to <u>control</u> it, as we are; he is trying to <u>understand</u> it and his place within it.	
Our language is centered on nouns, and the first words our children use are nouns; to the Navajo, verbs (doing) and actions (thinking) are central. In their language, there are many words for <u>moving</u> ; their language is often polyyn- thetic.	
"John is dying." Different death concepts.	675'
Editorial in a Navajo newspaper.	690 - 726
<u>Conclusion:</u>	
Cultural differences are lost in translation.	
Language is peculiarly human; differences between language and animal sounds.	
Culture is impossible without language.	
Language sets modes of observation and interpretation; creates a society's own world of social reality.	
Scientists creating new vocabulary; new language.	
DIFFERENT LANGUAGES IMPLY DIFFERENT WORLDS.	Tape ends 932'

HOW LANGUAGES OPERATE

Second Day: Did you ever think about the different ways in which languages operate?

Brief review of previous day's "foreign" vocabulary.

Teacher-Presentation: (Using blackboard or transparency)

Note: The teacher will have to decide whether to use the material as is or merely the content.

a) A woman has a figure, a man has a physique;

A father roars in rage, a mother shrieks in pique;

Broad-shouldered athletes throw what dainty damsels toss;

And female bosses supervise, male bosses boss;

Lads gulp, maid sip;

Jacks plunge, Jills dip;

Guys bark, dames snap;

Boys punch, girls slap;

Gobs swab, WAVES mop;

Braves buy, squaws shop.

A gentleman perspires, a lady merely glows;

A husband is suspicious; a wife, however, KNOWS.

...Richard Barrutia

b) I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through.
Well done! And now you wish, perhaps
To learn of less familiar traps?

Beward of heard, a dreadful word
That looks like beard and sounds like bird.
And dead; it's said like bed, not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with sweet and straight and debt.)

How Languages Operate

A moth is not a moth in mother
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's dose and rose and lose-
Just look them up--and goose and choose.
And cork and work and word and sword.
And do and go, then thwart and cart.
Come, come, I've hardly made a start.

A dreadful language? Why man alive,
I learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

...Dr. Richard N. Krogh

Discussion: (Using following material)

As a small child, along with learning the sounds of your own language you learned a lot of other things about English too. You found out the difference between Daddy scared the dog and The dog scared Daddy. You were learning the syntax of your language, although of course at that time you didn't know what syntax was. In case you are still hazy, we will define it for you: syntax is the machinery that makes the individual words operate, the system by which the words are related to one another. When you knew the difference in meaning between the two sentences given above, you knew the difference (in English) between subject and object; you understood this bit of English syntax. You didn't of course know the terms subject and object, and you couldn't give a good explanation of how you knew the difference. Can you give that explanation now?

Unless you are different from most students, your answer was probably something like, "The subject is the doer of the action." Does this answer the question? Is this a clear explanation of how you tell?

Until recently we were satisfied with such answers as that given above. Now however we are not. A new field of study called structural linguistics has changed our way of thinking. Through new techniques we can now give more sensible descriptions of languages than before. Using these descriptions we can make the process of language learning somewhat more efficient.... You may find that much of what you learn about language will contradict what you have heard before.

Let us return to your childhood. By the time you were five and a

How Languages Operate

half you had "learned the language." There were still odds and ends lying around; you might, for example, still have said He brokeed it, but this very error shows that you had learned the system by which the vast majority of English verbs form their past tense.

On the other hand, your vocabulary at the age of five and a half was still incomplete. In fact you are still learning English vocabulary, and you will never learn more than a small part of it. One of the tasks in any field is to learn the complex specialized vocabulary ("jargon") and the concepts for which they stand. This continuing experience with new words is the reason why the learner of a foreign language invariably thinks first of vocabulary; it is the only part of the learning of his own tongue that he remembers.

Just as the sounds of language are different, so are the shapes of words, phrases, and utterances. Some languages form utterances by stringing together a lot of short words in a fixed order. English is this sort of language, and so is Chinese.

Waldo E. Sweet. Latin: A Structural Approach. (Ann Arbor: The University of Michigan Press, 1957), pages 7-8.

Demonstration: (Using Blackboard)

English expresses meaning through word order. Let's demonstrate how much English depends on word order.

Let's begin with three nonsense words:

SMIZZLE DIZZLE CHIZZLE

These words have no meanings that we know--and yet we can form perfectly good English sentences with them.

The smizzles are dizzying the chizzles.

Which word in this sentence tells what the "actors" are doing--which word is the verb?

Which word is the subject--who is performing the action?

Which word is the object--who is having something done to him or them?

Let's try another example.

Smizzle the dizzles and chizzles!

What's happening in this sentence? What kind of sentence is it?

How Languages Operate

Who is doing the acting here--what is the subject of this sentence?

What is being done--which word is the verb?

Who or what is having something done to him or them?
What is the object?

And a final example.

The smizzled dizzles were chizzling.

What is the subject here? What does "smizzled" tell us about the subject?

What's the verb here--what is going on?

A possible assignment might be to have the students prepare three nonsense syllables of their own and write five English sentences using them.

AZTEC DIALECTThird Day: Detecting Meaning.

Note: It would be wise to let three or four students put their syllables and sentences on the board to review the dependence of English on word order to signal meaning.

Teacher Presentation. (Use transparency or blackboard)

Yesterday we discussed how much English depends on word order to show meaning. Today we are going to be dealing with an Aztec dialect. We are not going to be worried about how the words sound--just how meaning is shown in this Aztec dialect.

Study the following lists for a few minutes.

<u>Aztec Word</u>	<u>English Meaning</u>
ikalwewe	big house
ikalaosol	old house
ikalcin	little house
komitwewe	big cooking pot
komitsosol	old cooking pot
komitcin	little cooking pot

Aztec Dialect

<u>Aztec Word</u>	<u>English Meaning</u>
petatwewe	big mat
petatsosol	old mat
petatcfn	little rat
ikalmeh	houses
komitmeh	cooking pots
petatmeh	mats
kōyamecfn	little pig
kōyamewewe	big pig
kōyamemeh	pigs

This exercise is taken from: Waldo E. Sweet. Latin: A Structural Approach.

What parts of these words have the following meanings?

- | | |
|--------------------------|----------|
| a. cooking pot | e. mat |
| b. more than one: plural | f. house |
| c. old | g. big |
| d. little | h. pig |

How would you say "old pig" in this language?

How does this dialect of Aztec show meaning?

Assignment: Construct a language which operated like the dialect of Aztec with which we have been working. "Invent" a way to show each of the following:

- | | |
|---------|------------|
| a. girl | d. cat |
| b. boy | e. teacher |
| c. dog | |

Then "invent" a way in which to show each of the following and use with each of the words above:

- | | |
|---------|-----------|
| a. good | c. pretty |
| b. bad | d. ugly |

Finally, form the plurals of all the words you formed in the first section.

WHAT IS LANGUAGE?How Words Come to Be and Mean What They Do

Transparency

(Text and drawing concept from: S.I. Hayakawa. Language in Action.
(New York: Harcourt, Brace and Company, 1941): 149-50)

"(The first figure) shows eight objects, let us say animals, four large and four small, a different four with round heads and another four with square heads, and still another four with curly tails and another four with straight tails. These animals, let us say, are scampering about your village, but since at first they are of no importance to you, you ignore them. You do not even give them a name.

"One day, however, you discover that the little ones eat up your grain, while the big ones do not. A differentiation sets itself up, and, abstracting the common characteristics of A, B, C, and D, you decide to call these GOGO; E, F, G, and H you decide to call GIGI. You chase away the GOGO, but leave the GIGI alone. (second figures)

"Your neighbor, however, has had a different experience; he finds that those with square heads bite, while those with round heads do not. Abstracting the common characteristics of B, D, F, and H, he calls them DABA, and A, C, E, and G, he calls DOBO. (third figures)

"Still another neighbor discovers, on the other hand, that those with curly tails kill snakes, while those with straight tails do not. He differentiates them, abstracting still another set of common characteristics: A, B, E, and F are BUSA, while C, D, G, and H are BUSANA. (fourth figures)

"Now imagine that the three of you are together when E runs by. You say, 'There goes the GIGI;' your first neighbor says, 'There goes the DOBO;' your other neighbor says, 'There goes the BUSA.' Here immediately a great controversy arises. What is it really, a GIGI, a DOBO, or a BUSA? What is its RIGHT NAME? (last figure)

"You are quarreling violently when along comes a fourth person from another village who calls it a MUGLOCK, an edible animal, as opposed to UGLOCK, an inedible animal--which doesn't help matters a bit."

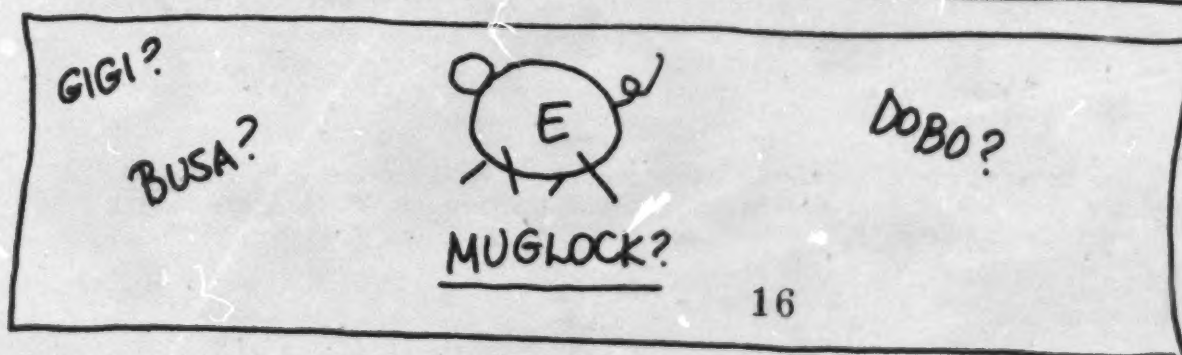
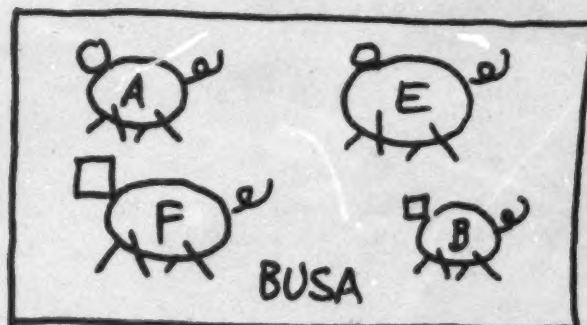
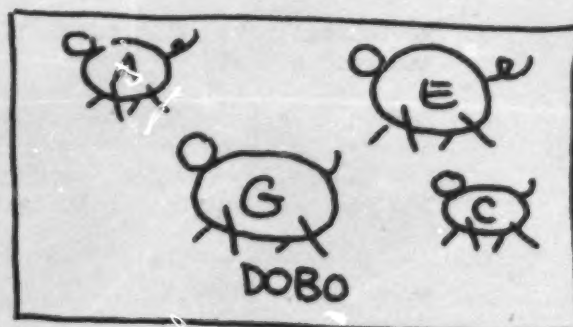
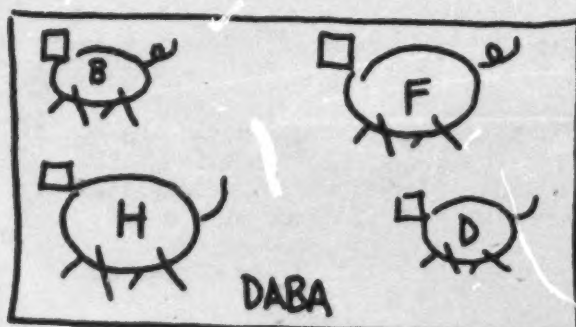
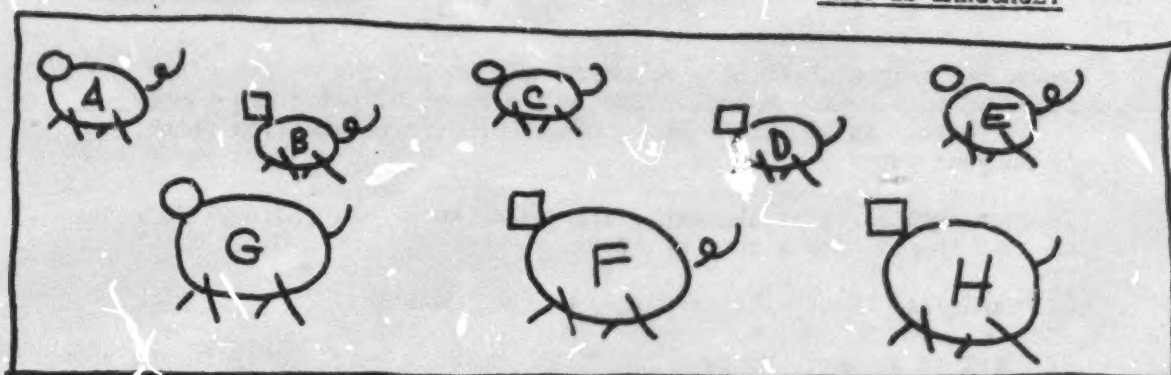
Discuss: Which of the neighbors is right? (All of them; this is the way in which languages come to pass.)

Did the students accept the opening statements that these are animals? Why was that idea acceptable to them?

"The patterns of the senses that are extended in the various languages of men are as varied as styles of dress and art. Each mother tongue teaches its users a way of seeing and feeling the world and of acting in the world, that is quite unique."

Marshall McLuhan. Understanding Media: The Extensions of Man. (New York: The New American Library, a Signet Book, 1964): p. 83.

WHAT IS LANGUAGE?



LANGUAGE IS SOUND

Sound makes up a great part of everyone's world, but we are often unaware of some common sounds. Take out a sheet of paper and number it from 1 - 16. As you hear the sound on tape, write what you think it is on your paper.

Teacher should replay the tape, discussing each one. Do boys do better on some items? Girls on others?

1. Canaries: Note wide frequency of their warbles.
2. Girl in shower: Happy or sad? Why do many people sing in the shower?
3. Driving golf ball: Why were there at least two sounds?
4. Eating a carrot: How do you know it's a carrot? Is the sound made with the mouth open or closed? What difference would it make?
5. Clothes line: In New York City back yard. Does it sound like the students' clothes line? Why not?
6. Mix-Master: Did more girls recognize this than boys?
7. Mechanical toy. What parts of the action do we hear? Have you ever had such a toy?
8. Wooden garage door: The sounds of this one opening and closing could drive Dracula to the creeps. First it goes up, then a hoist with the handle, up it goes the rest of the way and the door scrapes down. Did you hear the handle being turned to lock the door at the end?
9. New York Jets Football team: What game is this? It is a regular game or a practice?
10. Whiplash: Made with a 15-foot whip. What happens when something goes faster than the speed of sound?
11. Stock car race: Is this a single sound or a collection of sounds?
12. Drag car race (2): Where are you as a spectator?
13. Christmas tree burning: This was a pile of 300 trees. Note the extreme quickness of the sound. What else could this sound be?
14. Power lawn mower: Happy or sad sound?
15. Telemetry Sounds; Sputnik: The sound that shook the free world and started new trends in education.
16. Launch of a Saturn missile. Did many students miss this? Why not? Does this sound evoke any emotions in them?

Why do some of these sounds evoke emotion in others, but very few show any emotion? Some supplementary work might be done with anim 's making various sounds which do show emotion.

Language is Sound**Sound and Emotion:**

Apart from the words themselves, the way people speak can tell us many things. Our own emotions color our language. Say the following words as if you were angry:

turnips lettuce applesauce radishes

Say these words as if you were in love:

toads warts snakes snails

Say these words as if you were sad:

party ball game free day Christmas

Say these words in a happy way:

spanking grounded sassy too young

Is this hard to do? How could you rearrange these words to make your task easier?

Homework: Make up two entirely new words which show each of these emotions: anger; love; sadness; happiness. Apart from the words themselves and their meaning, how did you know which emotion the speaker showed? (Vocal tone)

Discuss: What do we mean when we say someone's voice is poor? In which professions is it necessary to have a "good" voice? What do we mean by a "good" voice?

Although many languages are written with the same alphabet, the letters are not pronounced the same, because each language uses its own special group of sounds. On learning another language, until the learner is exceptionally good at it, he usually speaks with an "accent". This simply means that the speaker has carried some of his own sounds into the other language, and that he is having a little difficulty pronouncing certain sounds of the new language. **EVERYONE HAS THIS PROBLEM, AND SO WILL YOU.** This is why it is so important to say new words to yourself, to your friends, to anyone who will listen, even if you feel a little silly at first (the more you say the new word, the less silly it will sound to you and to everyone else).

It is important to get the sounds of your new language as nearly correct as possible, because, in every language, the change of one small sound can change the entire meaning of a word. Consider our own language:

bat but bet pet put pit pig dig dog dug

Language is Sound

Each word by itself has a different meaning. Consider the following sentence:

Charlie put his pet pig in the pit.

It makes sense. However, what kind of sense do you get by changing just a few sounds?

Charlie pig his pit put in the pet.

Obviously, the change of a single letter at almost any part of a word can change sound and meaning in English.

See what you can do to the meaning of the following words by just changing one sound.

Vowel change: Start with red.

Beginning sound: Start with fight.

End sound: Start with ball.

What would you think if a person learning English said: "I just came to America on the beeg sheep."

Discuss: What sound is he having trouble with?

What is the importance of correct speech sounds?

What are some things students can do to make correct sounds in other languages?

(Note: Teacher might use Danny Kaye records of stories in various accents, or other TV or movie people famous for accent roles)

WHY DON'T LANGUAGES USE THE SAME SOUNDS?

Teacher-led discussion: Why did the people in Hayakawa's tale of the animals each call them by a different name? Now thinking in terms of sound, why do we all not say the same word for the same sound? A sneeze is a sneeze round the world, we all have noses and we all sneeze. But here is the sound made:

English: atchoo
Spanish: atchis
French: atchouin
Japanese: gu-gu

German: hatschi
Russian: apchi
Chinese: hah-chee
Indonesian: wahing

Do the different peoples of the world have differently-shaped ears? Do they actually hear different sounds? Try to bring them to McLuhan's idea again.

If more time is available, comparing the sounds different animals make in Spanish, French, German, or Latin might be interesting to the students.

Day 1:GESTURES

Before we continue our study of spoken language, let's take a side trip to some other byways of communication--gestures and sign language.

In every culture of the world, certain gestures convey meaning as well as words. For example, a child sticks out his tongue to his father. Is he understood? With what gesture might his father respond? Isn't communication without language beautiful?

* One of the most universal gestures is to ~~extend~~ the arm, palm up, and open. What does it mean? Discuss how the gesture carries this meaning.

Here are some common gestures we use in the United States (Transparency: Common Gestures, U.S.A.). What do they mean? Look at them again. Do any show an emotion? (4, 6, 8, 10) Which ones direct you to do something? (1, 2, 3, 11, possibly 8) All of these gestures used what part of the body? What emotions, directions, or ideas can we convey with other parts of our body (eyes, mouth, forehead, etc)? (Note: teacher may ask students to show only their eyes and make gestures others may try to interpret; other parts of body also)

The most common signs in which "body language" is used are the smile and the frown. Try the following: Pretend another student near you is someone with whom you want to make friends. However, in your culture, the meanings of smiles and frowns have been reversed. Try to make friends, frowning where you ordinarily smile. Your partner will respond with his friendly frown, also. (Note: Give students about 2-3 minutes)

Discuss: Was it easy or difficult to do? Why
Did you have trouble frowning and using a friendly voice? Why?
Did you finally laugh or giggle? Why?

How do you think you might feel if you actually were suddenly living in another country where smiles and frowns are reversed?

How important are gestures in any culture, anyhow?

Homework: Choose one of following activities and prepare it for class tomorrow. EVERYONE SHOULD ALSO DO #8.

- #1. Observe either a friend or one of your parents. Which gestures does he/she use most often? Does this person have one gesture which he uses a great deal? When does he use it? Are there special gestures which this person uses only with you? Are there physical "warning signs" you see when this person is getting angry? What are they? Which person you know uses the most hand gestures? What are they?
- #2. Look through a magazine. Find pictures of 10 different gestures; cut out and paste on paper. Tell the class what these gestures mean to you.
- #3. Look at some television commercials. Turn the sound down and just study the gestures used. Are they important in selling the product? What product was being sold? What were the gestures?

Gestures

- #4. Choose a commonly known product that you would like to sell. "Sell" it to the class in pantomime, using only gestures and body language. You must do it in 3 minutes.
- #5. Watch a well-known political or TV personality, real or otherwise. Record the gestures he/she makes. What do they express?

Have you seen "The Copycats" on TV? If you can, watch. What are some things you must observe and copy to be a good mimic? Can you mimic a famous person?
- #6. You are an astronaut meant to orbit Mars. Instead, you crash there. A delegation is approaching your ship. You need to
1) establish that you are peaceful, 2) get drinking water, and
3) go to a doctor, as you have some broken ribs. You know no Martian language. Show how you communicate in this situation.
- #7. In front of the class, do five gestures which show anger; five which show some other emotions; (happiness, fear, etc.). Mix them up. The class must guess what they are. If you want to, cover your face with a mask or a paper bag, so that your facial expression won't give you away.
- #8. Make up a different, attention-getting hand gesture. Instead of raising your hand to be called on, use this new gesture. Are you brave enough to use it in classes other than this one? If so, talk about the reaction to it in language class.

Gestures

Day 2:

Use about half the period having students show or tell about their homework. Mention that gestures were probably the earliest form of communication. Today, some are understood by themselves; others make spoken language more meaningful.

Let's look at one kind of gesture around the world. How do different people greet each other? (Transparency: Greetings Around the World)

1. Englishmen and Americans shake hands.
2. A Chinese in former times shook his own hands when he met a friend. Some modern Chinese do this also.
3. Samoans sniff each other.
4. Frenchmen kiss each other on the cheek.
5. Latin American men embrace.
6. Soldiers of almost every land give each other some kind of salute.
7. Laplanders rub noses.
8. An American boy often greets a friend by slapping him on the back.

Discuss: How would you feel if you were introduced to someone, you started to shake hands, and he leaned over and sniffed you? How might he feel? How could the ~~embarrassment~~ have been avoided? Is it better to sniff or shake hands as a greeting?

Tomorrow some time will be spent trying to guess what some gestures mean in other countries.

Day 3.

Review past two days' work by having students discuss importance of gestures in the study of any language, even their own. Mention that there are entire areas they didn't even look at, such as Indian sign language, deaf-and-dumb sign language, semaphore language, sports language, etc.

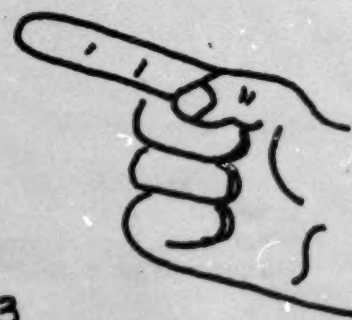
Spend the rest of the period having students make the following gestures, then trying to guess what they mean. Do as many as you have time for. (Gestures and meaning courtesy of Carl Zeigler, IU Department of German)



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

COMMON HAND GESTURES, U.S.A.

Patterned after THE
LANGUAGE BOOK by
Franklin Folsom

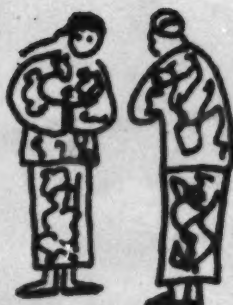
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11.



1.
Englishmen and
Americans shake
hands.



2.
Ancient Chinese shake their
own hands when they meet
a friend.



3.
Samoans sniff each
other.



4.
Frenchmen kiss
each other on
the cheek.



5.
Latin American men
embrace.



Soldiers

salute.

6.



7.
Laplanders
rub noses.

¿Qué tal?

Allo.

Hallo.

Hello.

GREETINGS AROUND THE WORLD

Patterned after THE LANGUAGE
BOOK by Franklin Folsom



8.
An American boy may
greet a friend by
slapping him on the back.

INTRODUCTION TO SPANISH

I. A Review of Spanish elements in our culture.

Use transparencies for review.

- A. Spanish words we already know.
- B. Spanish place names in Indiana.
- C. Spanish-speaking Americans:

Before looking at the rest of the world, students should be made aware that there are over 9,000,000 people in the United States who speak Spanish as the first language in their own homes. Most of these live in the following states: (listed in the order of highest density)

California	Colorado	Michigan
Texas	Illinois	
New York	Florida	
Arizona	New Jersey	

In Indiana, many Spanish-speaking people live in the Gary, South Bend, Hammond and Indianapolis areas.

Spanish-speaking Americans, for the most part, now come from Mexico, Puerto Rico, and Cuba. Their Spanish ancestors had explored and settled large areas of the South and Southwest before the English had a good start on the East coast of the present United States.

II. Where in the world is Spanish spoken?

World map needed.

- A. Spain and her possessions: the Canary Islands, Spanish Morocco, Menorca and Mallorca (the Balearic Islands)
- B. North America: Mexico, United States
- C. Central America: Guatemala, British Honduras (Belize), Honduras, Nicaragua, Costa Rica, Panama, and El Salvador.
- D. The Antilles: Cuba, the Dominican Republic, Puerto Rico (a U.S. possession). Many of the smaller islands speak a native patois, of which Spanish is a part.
- E. South America: Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, and Paraguay.
- F. Phillipe Islands (It is now their secondary language)

Not everyone in all of these countries speaks Spanish. There are large Indian populations in Mexico, Guatemala, Peru, and Bolivia who speak their own language.

Introduction to Spanish

III. Who speaks Spanish every day?

(Teacher should try for visual presentation of different kinds of people from different parts of the world who speak Spanish. If available, use Macmillan's filmstrip 1, Modos de Vivir, Panorama, with English commentary.)

SUGGESTED ACTIVITIES:

1. Bulletin board covered with identified pictures showing contrasts of people and places in Latin America and Spain.
2. As students enter room daily, have tape of first song they will learn playing.
3. In a group of four students, pretend that two of them speak no Spanish. The Spanish-speakers want them to participate more fully in all the country has to offer. What can they do to accomplish this? What are the reactions of the non-Spanish speakers? Each group could work on a different problem and program.
4. Perhaps in conjunction with Social Studies teacher: optional work with one or more of the Spanish explorers: Hernán Cortés, Hernando de Soto, Núñez de Balboa, Ponce de Leon, Coronado, Junípero Serra, Juan Rodríguez de Cabrillo.
5. Show and Tell: Invite a gift shop to bring in a display of items from the Spanish-speaking world (preferably things students can handle). Or have students bring items of the same type from their own homes.
6. Map work: Using transparency of Indiana map with Spanish place names, have students locate the same names in the Spanish-speaking world. Or: given blank maps, let all students label all countries; then, let one group of students identify only jungle regions; another group, only major rivers; another, desert regions, etc.
7. Contrastive culture: Is there a North American (excluding Mexico) type? Physically, how do we appear to others? Can you describe a Spanish-speaking type of person? Why not? Could you identify three or four general types of North Americans? Of South Americans? Does where we live have anything to do with our physical size and/or color?

Introduction to SpanishNAMES IN SPANISH

When a Spanish person writes his full name, he doesn't write it the same way you do; actually, we know more about him from his name. Write your full name on a paper. What does it tell about you?

1. Your sex
2. Your first, or given name
3. Your middle name
4. Your father's last name

This is the name of a thirteen year old boy living in Mexico City:

Carlos Manuel López y Sánchez

1. Carlos: He is male; this is his first name. It may also very well be the name of the Catholic Saint's Day on which he was born (if we know our saints well, we may know his birthday).
2. Manuel: His middle name
3. López: His father's last name
4. Sánchez: His mother's family's last name

Carlos Manuel López (y) Sánchez marries Elena Margarita Cervantes y Castillo

Her name is now: Elena Margarita Cervantes de López (or Elena Cervantes de L.)

Their children are Roberto and Lupe

Questions:

1. How does Roberto write his full name? (Roberto López y Cervantes)
2. How does Lupe write her full name? (Lupe López y Cervantes)
3. How would you write your father's full name?
4. How would you write your mother's full name in Spanish?
5. How would your full name look in Spanish?
6. ¿Cómo se llama Ud.?
7. On all papers handed in, write your full Spanish name.

NAMES IN SPANISH

To get that real Spanish feeling right away, look for your name in this list. If it's here, see that your friends use it from now on!

Las muchachas (Girls)

Adela	Adele	Emilia	Emily	Lucia	Lucy
Adelaida	Adelaide	Engracia	Grace	Luisa	Louise
Adelina	Adeline	Enriqueta	Henrietta	Manuela	Emma
Alicia	Alicia	Ester	Eather, Hester	Margarita	Margaret, Marguerite
Ana	Anna, Ann	Eva	Eve	Maria	Mary, Marie
Ana Maria	Mary Ann	Florencia	Florence	Maria Luisa	Mary Louise
Anita	Anita, Annie	Francisca	Frances	Mariana	Marian, Mary Ann
Barbara	Barbara	Gertrudis	Gertrude	Marild	Mary Lou
Beatriz	Beatrice	Inés	Inez, Aynes	Marta	Martha
Berta	Bertha	Isabel	Elisabeth, Paula Isabel		Paula
Carlota	Charlotte	Josefina, Josefa (Pepita)	Josephine (Josie)	Paulina	Pauline
Catalina	Katherine, Kathleen			Raquel	Rachel
Cecilia	Cecelia, Cecile Cicely	Juana (Juanita)	Jane Jean Joan Jeanette, Jenny)	Rebeca	Rebecca
Constanza Constancia	Constance		Rosa Rosalía		Rose Rosalie
Chabela	Betty	Julia	Julia	Sara	Sarah
Dorotez	Dorothy	Laura	Laura	Susana Susita	Susan, Suzanne Susie
Elena	Ellen, Helen	Leonor	Eleanor Leonore	Teresa	Theresa
Elisa	Eliza			Virginia	Virginia

Los muchachos (Boys)

Abraham	Abraham	Federico	Frederick	Manuel	Manuel
Adriano	Adrian	Felipe	Phillip	Marcos	Mark
Alberto	Albert	Fernando	Ferdinand	Martin	Martin
Alejandro	Alexander	Francisco	Francis,	Mateo	Matthew
Alfredo	Alfred	(Pancho,	Frank	Mauricio	Maurice
Andrés	Andrew	Paco)	(nickname)	Miguel	Michael
Antonio	Anthony	Gerardo	Gerard	Nicolás	Nicholas
Arnaldo	Arnold	Silberto	Gilbert	Oliverio	Oliver
Arturo	Arthur	Gregario	Gregory	Pablo	Paul
Benjamin	~~Benjamin~~	Guillermo	Walter	Patricio	Patrick
Beltrán	Bertram	Guido	Guy	Pedro	Peter
Bernardo	Bernard	Guillermo	William	Ramón	Raymond
Calvino	Calvin	Haroldo	Harold	Ricardo	Richard
Carlos	Charles	Heriberto	Herbert	Reginaldo	Reginald
Cecilio	Cecil	Huberto	Hubert	Renaldo	Ronald
Cirilo	Cyril	Hugo	Hugo	Roberto	Robert
Claudio	Claude	Jaime or	James	Rodolfo	Ralph,
Conrado	Conrad	Diego			Rudolph
Cristóbal	~~Christopher~~	Jerónimo	Jerome	Rodrigo	Roderick
Dionisio	Dennis	Jorge	George	Rogelio	Roger
Donato	Donald	José (Pepe)	Joseph (Joe)	Rolando	Roland
Edmundo	Edmund	Juan	John	Rubén	Ruben
Eduardo	Edward	León	Leo, Leon	Samuel	Samuel
Enrique	Henry	Leonardo	Leonard	Teodoro	Theodore
Ernesto	Ernest	Lorenzo	Lawrence	Timoteo	Timothy

Esteban	Stephen	Lucas	Luke	Tomás	Thomas
Eugenio	Eugene	Luis (Lucho)	Louis (Lou)	Vicente	Vincent

Introduction to SpanishSOUNDS OF SPANISH

Even the words you already know in Spanish do not sound the same when they are spoken by a native speaker of Spanish. Listen to your teacher. She/he will speak the words first as we do, then in the Spanish way. Listen for sound differences and try to tell the teacher what you hear.

poncho
adios
loco
taco
hacienda

burro
palomino
Fritos
Los Angeles
California

What differences did you notice in pronunciation?

So, to learn another language, we need to know some of the special sounds made in that language. Let's practice.

Short vowel sounds: We say "no" in English. The Spanish-speaker says "no". What difference did you hear? (The Spanish "no" is shorter, more abrupt. This is true of all Spanish vowel sounds.)

Repeat the following words in Spanish after your teacher:

no loco taco Pancho

Hola! is the Spanish word for Hi! Repeat it: Hola!

/t/ Let's work with some other Spanish sounds. To pronounce a Spanish /t/ sound, your tongue should hit the back of your front teeth; it doesn't do this in English words.

In English, say the word two; now, after your teacher, say the Spanish word tu. Did your tongue touch the back of your front teeth in Spanish? in English? Here are some more syllables to say in Spanish, using the /t/ sound:

too tone tough tea

Repeat the following sentences using your Spanish /t/ on the last word:

I don't like tea.
Do you like her, too?
Toss me that tablet.

/p/ Another letter which has a slightly different sound in Spanish is the letter /p/. The teacher will give you a strip of paper 1" wide and 3" long. Hold it about 1" from your mouth as your teacher shows you. Now say the words pie and paper. What happened to the paper? (It moved quite a bit.) Say the words again. Pie. Paper. What did your lips do? (They were pressed together to pronounce

Introduction to Spanish
Sounds of Spanish

the letter p. When they opened to say the words, this pushed a puff of air out to move the paper.)

Now say spy. Say pie. Say paper. The /p/ sound in spy was not said with so much air behind it. This is like the Spanish sound /p/.

Say the following words in Spanish. To do so, widen your mouth and slightly open your lips. Don't puff!

papá pan Pedro pata paso

Now hold the paper in front of your lips and say the list of Spanish words with the /p/ sound, repeating after your teacher. Did the paper blow? (It should not)

/r/ Two other letters which make different sounds in Spanish are
/rr/ the r and the rr, which are two separate letters of the Spanish alphabet.

Say the English words lad, mad, had, late, mate, hate.

Where was your tongue on the letters d and t of each word? (Hitting the roof of your mouth.) This is where it will be to pronounce the Spanish r and rr. This is much the same sound you used to imitate a tommy gun when you were smaller. Can you do it now?

Even Spanish children practice the /r/ sound. Listen to your teacher:

Erre, con erre, cigarro.
Erre, con erre, barril.
Rápido pasan los carros,
Los carros del ferrocarril.

Repeat the following words after the teacher:

Erre ron rápido carros barril

Now repeat the "Erre, con erre, cigarro" verse after your teacher.

Can you sing this song of ours with a Spanish accent on the r's?

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

Introduction to Spanish
Sounds of Spanish

Tonight, practice the Spanish short vowel sounds, the /t/, the /p/ and the /r/, and the /rr/ with the following words.

loco	papa	erre
poco	pan	barro
coco	Pedro	carro
no	pata	barril
taco	paso	ron
hola (Hi!)*	popo	rápido

*The letter h is never pronounced in Spanish.

Practice singing "Row, row, row your boat" with a Spanish accent.

(Following day)

The Spanish word for "Hi!" is Hola! Say it to your friend. Now to the teacher.

1. Review of sounds from previous day.
Review of "Erre, erre" verse.
Class singing "Row, row, row your boat" with Spanish accent.
2. The teacher will now play a short dialogue or paragraph in Spanish. Ask students to listen for the new sounds they practiced. Enforce the idea that each language makes sounds a special way; the better they can say those special sounds, the more "Spanish" (French, etc.) they will sound. This is also the reason most of us have accents in other languages--we are still using the way we make sounds in our own language.
3. Give each student a name card with his Spanish name on it. Practice "Me llamo..." with them; as each student says it, the teacher replies, "Mucho gusto."
4. They are ready for their first lesson in Spanish.

DIALOGOS

SALUDOS Y PRESENTACIONES

Cati: ¡Hola, Lupe!
Lupe: ¡Hola! Oye, quiero presentarte a mi amigo Juan.
Cati: Mucho gusto, Juan.
Juan: El gusto es mío.
Lupe: Vamos a jugar.
Juan y Cati: Bueno, vamos.

Visual; Tape

#2. Buenos días, amigos.*
¿Cómo estás?
Muy bien, gracias. ¿Y Ud.?
Bien, gracias.⁸

#3. ¿Cómo te llamas?
Me llamo...
¿Cómo te llamas?
Me llamo señora...

*Buenos tardes; buenas noches.
⁸Así, así; muy mal; horrible.

#4. ¿Cómo se llama su amigo?
Se llama...
¿Y cómo se llama su amiga?
Se llama...

#5. ¿Quién es ese chico?
Es mi amigo. (Es Juan.)
¿Quién es esa chica?
Es mi amiga. (Es Juana.)

#6. Quiero presentarte a mi amigo...
Mucho gusto.
El gusto es mío.
(Tanto gusto or Igualmente)

#7. Lupe: ¡Hola, Cati!
Cati: ¡Lupe!
Lupe: ¿Cómo estás?
Cati: Cansada de estudiar tanto.
Lupe: Mira, ya viene el maestro.

Maestro: Buenos días, chicas. ¿Cómo están Uds.?
Lupe y Cati: Muy bien, gracias. ¿Cómo está Ud., maestro?
Maestro: Bien, gracias. Bueno, hasta mañana.
Lupe y Cati: Hasta luego, señor.

Vocabulario

Active: Me llamo
¿Cómo te llamas?
¿Cómo se llama?
el amigo, la amiga
es
vamos
Quiero presentarte a ...

Mucho gusto.
El gusto es mío.
¿Quién?
¿Cómo estás?
Muy bien, gracias.
Así, así.
Adiós.

Saludos

ACTIVIDADES

1. Drill various mini-dialogues with visual; with each other.
In class, use chain conversations.
2. To work with gestures only: play tape (or do all silently),
having students show only gestures at appropriate times
(el abrazo, el beso, un apretón de manos).
3. Note, or review with students Aztec forms and what was done with
them. Begin to look at Spanish the same way.

¿Cómo estás?	Lupe to Cati or Cati to Lupe
¿Cómo está Ud.?	Lupe, Cati to the teacher
¿Cómo están Uds.?	Teacher to Lupe <u>and</u> Cati together.
¿Cómo está Ud.?	Teacher to Lupe <u>or</u> Cati.

Ana estudia.	Ana studies, is studying.
Cati estudia.	Cati studies, is studying.
El maestro estudia.	The teacher studies, is studying.
Ana y Cati estudian.	Ana and Cati study, are studying.
Ana, Cati y el maestro estudian.	Ana, Cati, and the teacher study, are studying.

4. Questions for student preparation (tú v Ud.)
 - a. How do you address your teacher? Would you say "Hi,...!" to her
as she enters class? Why not? What does your form of address
indicate?
 - b. How do you address your friends? Why don't you call them "Miss"
or "Master"?
 - c. Are there adults you usually call by their first names? What is
their relationship to you?
 - d. Make a list of five people with whom you would use the familiar
(tú) form in Spanish; five other people with whom you would use
the formal (Usted) form.

5. Songs

MI AMIGO (Tune: Fray Felipe)

Mi amigo, mi amigo,
¿Cómo estás? ¿Cómo estás?
Muy bien, gracias.
Muy bien, gracias.
¿Y tú? ¿Y tú?

EL SOL Y LA LUNA (on tape)

El sol se llama Lorenzo, tibatón,
Y la luna Catalina;
Andan siempre separados por disgustos
de familia.
Con el tibi tibi tibi tibi tibatón;
Con el tibi tibi tibi tibi se acabó.
El sd se llama Lorenzo, tibatón, etc.

SaludosAPUNTES CULTURALES

In the Spanish-speaking cultures, more physical contact is observed than in our own. Partially because of this difference, they often think we are "cold" people; we may consider them "overly affectionate". Spanish-speaking people stand closer when they converse. In a family, children are often held; there is much hugging and kissing, very little corporal punishment of small children. Children, even teen-agers, usually kiss their parents as they leave for school and as they return.

Time permitting, students might want to explore facets of "body" language. Allied ideas could include how we associate "talking with the hands" in various cultures; how we also communicate on the non-verbal level.

El abrazo: This is a gesture of greeting, considered masculine in Spanish-speaking cultures, although it is also used by women. Among men, it is executed usually by close friends. It often serves to conclude or to seal a business agreement. American men are rarely observed in such a display of affection. In normal social interaction, Spanish men of all ages use the familiar handshake (Note: the handshake is used much more frequently in Spanish-speaking countries than in the U.S.). Handshaking between men and women is likewise more common in Spanish cultures.

Despedidas: This sign, not unlike the standard American gesture for beckoning, is falling off slightly in usage. The hand is extended a short distance from the speaker. The palm of the hand faces the speaker and the tips of the fingers are lowered and raised rapidly and repeatedly, often tapping the base of the palm. As popular, is the standard wave goodbye to those at a distance.

Blows of Affection: Body contact is frequent in the Spanish-speaking world. One evidence of this is the frequent blows of affection striking the back of the head, the back of the neck, the stomach, and the chest of the listener. Lightly, please!

El beso: Kissing, on one cheek or both, is common among women of all ages. The gesture often consists simply of brushing the other person's cheek with the lips.

Holding hands: Although naturally popular with novios, it is also common to see young girls and women walking and holding hands. The hand-holding is simply a gesture of affection, usually among good friends.

Saludos

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INTRODUCTION TO FRENCH

I Review of French elements in our culture.

Use transparencies
for review.

A. French words we already know.

garage	amateur
mini	matinee
ballet	repertoire
fondue	elite
Bon Voyage	naive
souffle	pot-pourri
omelette	rendezvous
casserole	R.S.V.P.
gourmet	culotte
croquet	lingerie
bureau	camouflage
crochet	debris
avalanche	sabotage
fiance	chauffeur
buffet	chauffeur
baton	pasteurized

Franglais: We have borrowed words from French, but the French are also borrowing words from us. Many French people resent the fact that English words are creeping into the pure French, but nevertheless it is happening all the time.

le week-end	le jazz
le snack-bar	le sport
le milk-bar	la boxe
le music-hall	le golf
stop	le match
le scout	le basket-ball
le handicap	le businessman
le shampooing	le parking
le smoking	le prefab
le sandwich	le film
le camping	

B. French-speaking Americans:

In the United States, French is spoken along with English in New Orleans and southwestern Louisiana by the descendants of the French and Acadian settlers. French is also spoken in areas of Maine and Vermont.

INTRODUCTION TO FRENCH

II Where in the world is French spoken?

The French Republic is composed of:

Metropolitan France (France and Corsica)

4 overseas Departments: French Guiana, Guadeloupe, Martinique, Reunion

7 overseas Territories: Comoro Islands, French Polynesia, French Southern and Antarctic Lands, French Territory of the Afars and the Issas, New Caledonia, Saint-Pierre & Miquelon, Wallis and Futuna.

In addition, a Territory, the New Hebrides, is administered jointly by France and Britain.

- A. Europe: French is the official language of France (Corsica included) and one of the official languages of Belgium, Switzerland, and Luxembourg. French is the official language of Monaco.
- B. Africa: French is the official language of 18 independent countries: Cameroon, Central African Republic, Ivory Coast, Dahomey, Gabon, Guinea, Upper Volta, Madagascar (island), Mali, Mauritius (island), Niger, Chad, Senegal, Togo, Congo Republic (ex-Belgian), Republic of the Congo (ex-French), Burundi, Rwanda.
- C. North America: French is one of the official languages of Canada. It is spoken in the Provinces of Quebec, Ontario, and New Brunswick. French is the official language of the islands Saint-Pierre and Miquelon, Territories of France off the coast of Nova Scotia.
- D. South America: French Guiana, an overseas Department of France.
- E. The Caribbean: French is the official language of the Republic of Haiti. The spoken language is le creole, a patois based on Old French combined with Spanish and African dialects. French is the official language of Guadeloupe and Martinique, two overseas Departments of France.
- F. Pacific Islands: New Caledonia, French Polynesia (Tahiti and other small islands.) French is one of the official languages of New Hebrides, a Territory administered jointly by France and Britain.
- G. South Indian Ocean: Comoro Islands, the island of Reunion.
- H. Countries in which French is a secondary or administrative language: Cambodia, Laos, North and South Vietnam, Morocco, Tunisia, Algeria. French is also used in certain Arab countries in the Middle East, especially in business transactions. (Lebanon)

INTRODUCTION TO FRENCH

II H. (cont.)

French is not the only language spoken in many of these countries some of which are newly independent and comprised of polylingual populations. Frequently, French is the language of instruction in the schools in countries which were former French colonies or protectorates. The use of French as the official language, or as one of the official languages, facilitates administrative and business matters in the country. It also makes possible communication between neighboring countries which otherwise would not have a common language. All of France's former territories in Africa are now independent, but most have chosen to retain strong economic and cultural ties with France: another reason for the use of French as an official language.

III Who speaks French every day?

Suggested visuals: Homemade slides from BHS South (include slides of Morocco), Pictures--especially of Africa, from National Geographic and Paris Match. Also pictures of Canada; Montreal and Quebec.

IV Names in French

- A. Many names are similar or identical in French and English but are pronounced differently:

Albert	Anne
Alfred	Annette
Arthur	Catherine
Charles	Helene
Georges	Louise
Henri	Marguerite
Louis	Marie
Maruice	Pauline
Philippe	Virginie
Richard	Jacqueline
Robert	Alice

- B. Some names have equivalents in meaning in English, but are different in form:

Andre	Andrew	Jean	John
Etienne	Stephen	Jacques	Jack
Francois	Francis	Pierre	Peter
Gauthier	Walter	Raoul	Ralph
Guillaume	William		

INTRODUCTION TO FRENCH

IV

C. In French many names have both a masculine and a feminine form?

Andre	Andree	Jean	Jeanne
Antoine	Antoinette	Louis	Louise
Emile	Emilie	Lucien	Lucienne
Francois	Francoise	Marcel	Marcelle
Georges	Georgette	Michel	Michelle
Henri	Henriette	Simon	Simone
Jacques	Jacqueline	Rene	Renee

D. Double names are common French:

Jean-Paul	Anne-Marie
Jean-Marc	Marie-Claude
Jean-Pierre	Marie-Louise
Jean-Marie	Marie-Therese
Jean-Jacques	Jeanne-Marie

ACTIVITIES

INTRODUCTION TO FRENCH

1. Bulletin board covered with identified pictures showing contrasts of people and places in France, Canada, Africa, etc.
2. As students enter room have tape playing of the first song they will learn. (Suggestions: Frere Jacques, Sur le Pont d'Avignon, Alouette, En Passant par la Lorraine, Savez-vous planter les choux or something equally simple.)
3. Are they studying France, Africa, Canada in a geography or social studies course?
4. How many of the students have visited New Orleans, Canada, France, Africa?
How many have studied French or another foreign language before?
How many have a French cultural background, a French last name or first name?
How many speak a foreign language at home?

SUGGESTED REPORTS OR PROJECTS:

5. Reports on individual countries in which French is spoken.
The history of the French in Vietnam.
Reports on principal French-Canadian cities.
6. Reports on explorers.
Reports on famous French scientists and inventors--Pasteur, Curie, Daguerre, Louis Lumiere, Monsieur Guillotine, Ampere, Louis Braille.
Reports on famous French statesmen--Pompidou, De Gaulle, Pierre Trudeau, Leopole Senghor.
7. Map Work: With individual maps (world map, Canada alone, Africa alone) Fill in countries in which French is spoken.
8. The teacher will play a paragraph on tape in French. The students listen for new sounds they practiced. Enforce the idea that each language makes sounds a special way; the better they can say those sounds the more French they will sound. This is also the reason most of us have accents in other languages--we are still using the way we make sounds in our own language.

INTRODUCTION TO FRENCHSOUNDS

1. /é/

The é in French is like the first part of the vowel sound in the English word say.

Put your hand on your jaw lightly as you repeat some English words. Notice how your jaw moves up at the end of each word.

say, may, day, lay

Now put the tip of your tongue against your lower teeth, and smile just a little.

é é é é

Very good if you didn't move your jaw. Now compare the English and French by saying the words in pairs. The English word comes first.

say / ses day / des gay / gai may / mai

Don't let the sound turn into an eeee sound as it does in English: eg: sayeee.

2. /u/

First say eeeeeee. Make a wide smile, and put your tongue against your lower teeth.

Second, DON'T MOVE YOUR TONGUE, but round your mouth as though you were going to whistle, and out comes u!

eeeeee/u eeeee/u eeeee/u

Now let's contrast some English sounds. Eht English comes first.

boo / bu too / tu do / du moo / mu

Now let's contrast the u sound with French ou sound which is a little shorter and clearer than the English. (Jaw stiff)

tout / tu vous / vu nous / nue sous / su

3. /l/

Your tongue should remain straight; it should not curl back as it does when you say the English word bell. The tip of your tongue should touch the back of your upper front teeth quickly: then release--belle

quel tel pelle elle sel

Now contrast with English words. The English comes first.

bell / belle tell / tel sell / sel

SOUNDS (cont.)INTRODUCTION TO FRENCH

-8-

4. /r/ To say the sound r put the tip of your tongue against your lower front teeth. First say ag ak then lower the back of your tongue slightly so that it does not quite touch the roof of your mouth: ag ak ar

bagua - bar gag - gar vague - Var dagua - dart

Now repeat the following words. They end with the sound r.

car, barre, art, gare, dart, mare, lard

carat, barreau, arrosé, garé, mari

Now the following pairs of words:

carat - rat	barreau - rô ^t	arrosé - rosé	garé - ré
mari - ri	carreau - rô ^t	barré - ré	garou - roue

Try this jingle: Rat vit rô^t. (The rat saw the roast.
Rô^t ravit rat. The roast delighted the rat.
Rat devora rô^t. The rat ate the roast.
Rô^t brula rat. The roast burned the rat.)

5. Nasal sounds—There are four nasal sounds in French. They are called nasal sounds because some air passes through the nose when they are pronounced.

/ã/ Say ah, now round your mouth slightly more, and let some air pass through your nose. If you put your fingers on either side of your nose you should feel a slight vibration when you say a.

an ment sans vent lent

/ø/ Say o, keep your mouth round, let some air pass through your nose.

mon bon ton son don vont font

/ê/ Say the a sound in the English word eat. Now let some air pass through your nose.

pain vingt main saint bain

/6̃/ Say the sound uh or the vowel in the word love, then let some air pass through your nose.

un brun parfum defunt

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GREETINGSDIALOGUESVisual

- #1 Jean-Pierre: Salut, Françoise. Ça va?
 Françoise: Ça va très bien. Et toi?
 Jean-Pierre: Pas mal, merci.
- #2 Françoise: Tiens, je voudrais te présenter mon amie, Suzanne.
 Jean-Pierre: Enchanté
 Françoise: Allons au cinéma.
 J-P et
 Suzanne: D'accord. Allons-y.
- #3 Bonjour, mes amis. Comment alliez-vous? (Bonsoir.)
 Très bien, merci. Et toi? (Et vous?)
 Pas mal, merci. (Comme ci, comme ça./Pas très bien./Très mal.)
- #4 Comment t'appelles-tu?
 Je m'appelle ...
 Comment vous appelez-vous?
 Je m'appelle Madame ...
- #5 Et ton ami, comment s'appelle-t-il? Qui est ce garçon?
 Il s'appelle ... C'est mon ami. (C'est Paul.)
 Et comment s'appelle ton amie? Qui est cette jeune fille?
 Elle s'appelle ... C'est mon amie. (C'est Paulette.)
- #6 Suzanne: Salut, Françoise.
 Françoise: Bonjour, Suzanne.
 Suzanne: Comment vas-tu?
 Françoise: Je suis très fatiguée.
 Suzanne: Tiens, le professeur arrive.
- Le professeur: Bonjour, mes élèves. Comment allez-vous?
 S et F: Très bien, merci. Comment allez-vous, Monsieur?
 Le professeur: Très bien, merci. Alors, à demain.
 S et F: Au revoir, Monsieur.

VOCABULAIRE:

Active:	Je m'appelle	Enchanté
	Comment t'appelles-tu?	Qui
	Comment s'appelle-t-il? / elle	Comment vas-tu?
	l'ami / l'amie	Très bien, merci.
	est	Comme ci, comme ça.
	Je voudrais te présenter	Au revoir
	Bonjour	D'accord.
Passive:	Salut	Tiens
	Ça va	Allons au cinéma.
	toi	Bonsoir
	pas mal	Comment allez-vous?
	ce garçon	Comment vous appelez-vous?
	cette jeune fille	Je suis très fatiguée
		mes élèves
		alors

GREETINGSACTIVITES

1. Drill various mini-dialogues with the visuals, with each other, Use chain conversations in class.
2. Questions to help students understand the uses of tu and vous.
 - a. How do you address your teacher? Would you say "Hi, _____!" using her first name as she enters class? Why not? What does your form of address indicate?
 - b. How do you address your friends? Why don't you call them "Miss", or "Mister"?
 - c. Are there adults you usually call by their first names? What is their relationship to you?
 - d. Make a list of five people with whom you would use the familiar tu form of address in French; five other people with whom you would use the formal vous form.
3. One student stands at the front of the room. Beside him stands another student who indicates by his expression whether he feels fine, so so or miserable. The first student then asks volunteers 'Comment vas-tu?'. They must answer according to the expression on the face of the second student; Très bien., Comme ci, comme ça. or Très mal.
4. When introducing students to each other, make sure that they shake hands, as French students would do.

GREETINGSLA CULTURE

A.

1. se serrer la main The handshake is used much more in France than in the United States. It is common even among students greeting each other.
2. bras-dessus, bras-dessous Girls and women do not hesitate to walk down the street arm in arm or hand in hand. This is a common sight and considered proper and acceptable.
3. s'embrasser The custom of kissing each other on both cheeks is not considered bad taste or effeminate. It is a common way to greet each other or to say goodbye.
4. Bonjour, Monsieur It is considered poor taste to say Bonjour without adding the person's name or term of address. In English we can say "Hi." or "Hello" without adding a person's name. For example, you would say Bonjour, Paul or Bonjour, Madame. Notice that you do not add the person's family name after Monsieur or Madame or Mademoiselle. This is done only with a social inferior. In English we can say, "Hello, Mr. Smith." but in French it is simply, Bonjour, Monsieur. *

- B. tu and vous There are two forms of pronouns used in speaking to someone in French. In English we say "you" no matter to whom we are speaking. Our form "thou" is no longer common usage. In French tu is used:

1. When two people know each other very well.
2. With family members.
3. With children.
4. With animals.

The vous form is used:

1. With several people. (It is also the plural form.)
2. With someone you do not know well.
3. With someone older, or in a position of authority.

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GREETINGS

Test: Teacher's script

You will hear a statement or a question. You will then hear three possible responses, identified as A, B, or C. You will circle one of these letters on your paper indicating the most appropriate response. Each statement will be read twice.

Example: You hear, How are You?

- A. John Smith
- B. Fine, thanks.
- C. He is sick.

You would write B because the question "How are you?" is best answered by "Fine, thanks."

We will now begin.

1. Comment t'appelles-tu? (3 seconds)
 - A. Je m'appelle Jean-Pierre. (3 seconds)
 - B. Il s'appelle Jean Pierre. (3 seconds)
 - C. Je vais très bien. (5 seconds)
2. Comment vas-tu?
 - A. Je m'appelle Suzanne.
 - B. Bonjour, Monsieur.
 - C. Très bien, merci.
3. Au revoir.
 - A. Enchanté.
 - B. Au revoir.
 - C. Bonjour.
4. Je voudrais te présenter mon amie, Françoise.
 - A. Enchanté.
 - B. Au revoir.
 - C. Comme ci, comme ça.

You will hear a statement read in English. You are to decide whether this statement would use the tu or the vous form in French. If you think it would use the tu form write T on your paper. If you think it would use the vous form write V on your paper.

5. A child is speaking to a puppy.
6. A man is meeting another man for the first time.
7. A child is speaking to his mother.
8. A mother is speaking to her child.
9. Two girlfriends are talking.
10. A student is speaking to the principal.

GREETINGS

Test: Teacher's script
p. 2

You will again hear a statement with three choices following. Write A, B, or C on your paper according to which one you think is the most appropriate response.

11. Which of the following greetings is the most polite and appropriate?
 - A. Bonjour
 - B. Bonjour, Monsieur.
 - C. Bonjour, Monsieur Dupont.
12. When two students meet they ...
 - A. wave.
 - B. shake hands.
 - C. kiss each other on both cheeks.
13. When two people, men or women, say goodbye at a railroad station they ...
 - A. wave.
 - B. shake hands.
 - C. kiss each other on both cheeks.

